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PARKER & WATSON'S SERIES, No. 2.

THE

NATIONAL

FIRST READER;

OR,

WORD-BUILDER.

REVISED EDITION.

By RICHARD G. PARKER, A. M.
AND
J. MADISON WATSON.

A. S. BARNES & COMPANY,
NEW YORK, CHICAGO AND NEW ORLEANS.

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TO TEACHERS.

Mrs. Mrad M. Watson

IN conducting recitations in this work, pupils should be required—

1. To LEARN THE WORDS that precede each Reading Lesson as *separate things*, and to acquire the ability to pronounce them promptly before attempting to read them in sentences. In Part First of this work, the lists of words are to be pronounced from left to right, as in ordinary reading. The colon is used to indicate a change of the vowel sounds.

2. To COMMENCE WITH THE LAST WORD OF EACH PARAGRAPH of a Reading Lesson, and read from the right to the left. This exercise tests the pupil's knowledge of the separate words.

3. To MASTER EACH LESSON. Classes should not be permitted to leave a lesson before they can read it understandingly, and with ease and precision.

4. To SPELL ORALLY. The teacher should pronounce the words *correctly*, without regard to their orthography; and pupils, in general, should merely name the letters of words, making a marked pause at the end of each syllable, and imitating the teacher in their pronunciation.

5. To BUILD WORDS. The attention of pupils, at first, should be directed to the formation of words, by the use of questions similar to the following: What letter is placed after *a* to form *an*? after *an*, to form *and*? before *and*, to form *land*? before *land*, to form *bland*? &c. By reversing the order of these questions, words may be resolved into their simple elements.

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PREFACE.

THIS little book has been prepared on a plan entirely new and original. Discarding the common mode of teaching the letters of the alphabet, and meaningless combinations of letters, before the young pupil is permitted to read any thing that is intelligible, it presents a system of word-building that unites all the advantages of the old method with the new and preferable one which commences with entire words. It differs from all other systems in commencing with the words of one letter, and gradually forming additional lists by simply prefixing or affixing single letters; in arranging the lists of words with regard to their vowel sounds, in alphabetical order; and in the completeness and gradation of the Reading Lessons.

In Part First, which is restricted to monosyllables, the word-method is fully presented. The lists of words and the Reading Lessons are arranged in such a manner as to secure, of necessity, a correct articulation, and an improvement of the organs of speech and of the voice.

The rapid advancement made by following this system may be inferred from the fact, that lists of from thirty to one hundred new words may be formed by simply prefixing or affixing a single letter to words that the pupil has previously learned.

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Part Second embraces both monosyllables and dissyllables. The Reading Lessons are preceded by lists of the more difficult words, carefully arranged for class exercises in pronunciation. They are principally simple, attractive, and instructive conversations; short, vivid descriptions, that *picture* to the child's mind lovely visions of singing birds, sweet flowers, green meadows, grazing cattle, running streams, and other familiar objects of natural beauty; and playful and absorbing narrations, fables, and didactic pieces, which, while they are well adapted to secure a natural and graceful delivery, lead the young pupil to recognize moral beauties, and to love all good and noble acts.

In the revision of this number of our Series, we have aimed to make it as nearly faultless as possible. The Reading Lessons from the previous edition have been rewritten, and several new ones have been added. They are divided into short paragraphs. While the language employed is simple, exact, and easily comprehended, we think it will be found entirely free from puerility. The TYPOGRAPHY is unsurpassed; and the new ILLUSTRATIONS, so far as we can learn, are unrivaled in textbooks. We trust that this little volume, in its permanent form, may fully meet the expectations of discerning educators.

NEW YORK, August, 1860.

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THE NATIONAL FIRST READER.

PART I.

MONOSYLLABLES.

I. WORDS OF ONE AND TWO LETTERS.

LESSON I.

WORDS OF ONE LETTER.

a i o : A I O

SINGLE LETTERS PREFIXED.

go no so lo ho : ha : to do

SINGLE LETTERS AFFIXED.

am an as at ax : ah ay : if
in is it : of on ox : or : oh

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LESSON II.

OX. An ox. On an ox. Ah! he is on an ox.

Ha, ha, ha! ho, ho, ho! So he is. He is on it.

Am I on an ox? Oh, no; I am on no ox.

If he or I am on an ox, do go to it. Do I go to it?

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LESSON III.

OTHER WORDS OF TWO LETTERS.

be he me we ye:
by fy my: up us

HE is up. So he is. Is he of us? He is of us.

Do we go up? Ay, we do go up. We do as ye do.

Ho! be by me!. He is by it. It is my ax. Oh, fy! is he by it?

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II. WORDS OF THREE LETTERS.

LESSON IV.

SINGLE LETTERS PREFIXED.

bay	day	gay	hay	jay	lay
may	nay	pay	ray	say	way:
ban	bat	can	cat	dam	fan
fat	gas	ham	has	hat	lax
jam	man	mat	pan	pat	ram
ran	rat	sat	tan	tax	van
vat	wax:	for	nor:	eat	she
the:	eye	rye:	bin	bit	din
fin	fit	gin	his	hit	kin
kit	lit	pin	pit	sin	sit
tin	win	wit:	oat	owe:	box
con	fox	wan	was:	two	who:
ewe:	cup	son	sup	ton	won

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LESSON V.

A MAN. A hat. A kit. A box. The cat. The rat. The mat. The pan. The hay.

The man has his hat on. Is the kit on the box? No; she is on no box.

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A fat rat ran by the man in to the box. The man had his eye on the rat. Is the rat in the box?

The cat was on the hay. Has she bit the fat rat? Is the rat on the hay?

Can the cat eat the fat rat? The cat can eat the fat rat.

Can the cat or the kit eat rye or hay? No cat nor kit can eat rye or hay.

The cat is the dam of the kit. Say to the gay kit, Kit! kit! kit! sit by me on the mat.

Who was on the mat? Was the cat, the kit, the rat, or the man, on the mat? No; I sat on the mat.

Is the rat fit to eat? Oh, no; the cat or the kit may eat the

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rat. We eat no cat, nor rat, nor kit; we can eat rye.

My son has a tin pan. He may lay a bit of ham in the pan for the cat to eat.

LESSON VI.

SINGLE LETTERS AFFIXED.

ate	yea:	and	ash	had:	awe
orb:	ant	ask	asp	ass:	bee:
bed	beg	bet	hen	men	met
web	wed	wen	wet	yes	yet:
her:	ink	inn	its:	ore	doe
hoe	toe	low	sow	tow:	dog
dot	god	got	hod	hog	hop
hot	log	lop	lot	nod	not
off	oft	sob	sod	sop	sot
top:	too:	use	hew	new	mew
yew:	one:	how	now	sow:	toy

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LESSON VII.

A MAN and his son sat on a log one day. It was an ash log, and it was wet, too.

The man has a new hoe by him on the log.

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Can the boy use the new hoe? Oh, no; not yet. The boy has a new toy hoe.

Can the boy use his toy hoe? Oh, yes; he can use his toy hoe. His toy hoe is on a sod in the lot.

Has the boy a dog? Yes; he has a dog, and a cat, and a hen, and a top.

Can the cat mew? Yes; she can mew. Can the dog or the hen mew? Oh, no; the dog and the hen do not mew.

Can the hen eat a bee? Can she hop up on the log? Yes; the hen can hop up on the log, and sit on it, too.

Is the man or his son a foe to the dog; or the dog a foe to the man and his son?

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No; the dog is no foe to the man or his son; and the man or his son is no foe to the dog.

LESSON VIII.

OTHER WORDS OF THREE LETTERS.

ace	age	ale	ape	aid	ail
aim:	act	add	bad	bag	cab
cap	gag	lac	lad	lag	lap
mad	map	nag	nap	pad	rag
rap	sad	sap	tag	tap:	arc
are	ark	arm	art	bar	car
far	jar	par	tar:	all	awl
caw	jaw	law	maw	paw	raw
saw	war:	air	ere:	aft:	ear
eel	fee	key	lea	pea	sea
tea	lee	see:	den	ebb	egg
elk	ell	end	fed	fen	get
jet	keg	led	leg	let	net

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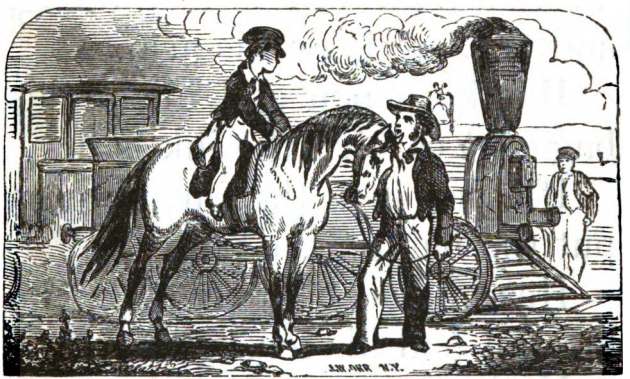
peg	pen	pet	red	set	sex
ten	vex:	err	her	fir	sir
bur	cur	fur	pur	urn:	ice
ire	lie	pie	dry	fly	fry
shy	sky	sly	spy	try	why



LESSON IX.

I SAW a car go by. May the lad go in the car? Yes, he may; and let him get his fur cap, for the air is raw.

May I go on the nag, sir? he

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is fed. Yes; do not go far; for the sky is red, and the air by the sea is not dry.

Has the lad a new map in his bag; and has the bag a key? Yes, sir; the key is in the bag, and the bag is on his arm.

Has he a pen and ink in his bag? Yes, sir; the ink is dry.

If a peg is in the car, he may put the bag on the peg.

Has he had his tea? No; he has not had his tea.

He has a bit of pie and an egg in his bag to eat on the way. Is the pie hot? Oh, no; the pie is not hot.

My son is on the nag. He saw a dog and a fox on his way. He and the nag do not lag.

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LESSON X.

OTHER WORDS OF THREE LETTERS.

bid	big	did	dim	fib	fig
fix	gig	him	hip	ilk	ill
jig	kid	lid	lip	nip	pig
rib	rid	rig	rim	rip	sip
six	wig:	oaf	oak	oar	foe
woe	fro	ode	old	owe	own
row	sew:	cob	cod	fob	fog
fop	job	jot	mob	mop	odd
pod	pop	pot	rob	rod	rot
wad:	coo:	few	dew	jew	new
pew	you:	bug	but	cut	dug
dun	fun	gum	gun	hug	hum
hut	jug	jut	lug	mud	mug
nun	nut	pug	pun	rub	rug
rum	run	sum	sun	sup	tub
tug	tun:	put:	out	our	cow
owl	vow:	oil	boy	hoy	joy

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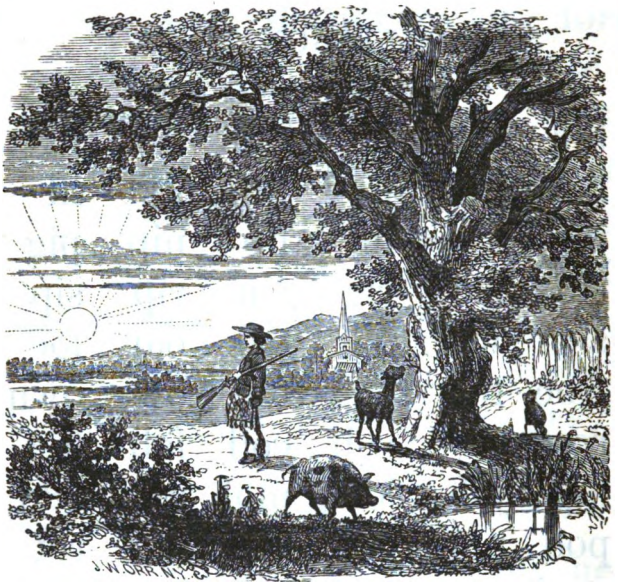

LESSON XI.

THE sun is up, and it is day. The dew is on the new hay; but it did not wet the old oak.

See! a kid, and pig, and hen are by the old oak. It is a big pig. The pig dug up a nut.

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Can the kid eat the nut? No; the pig may eat the nut. The kid can eat the new hay.

Do you see the boy? He has a gun. It is a new gun. His bag is on his hip.

Did the boy rub, oil, and fix the gun? Yes; and he put a wad in it, too.

It is our gun. We own it. Let the boy use it.

May the boy aim the gun at a cow or a kid? Oh, no; you may bid him hit an owl or the sly fox.

The hut is not far off. It is an odd hut. A cow, a tub, and an oak oar are by the hut.

The boy saw six men on his way. One of the men was ill. He had a jug of rum.

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III. WORDS OF FOUR LETTERS.

LESSON XII.

S AFFIXED.

ails	aims	days	lays	pays	ways:
acts	bans	bats	cans	caps	cats
fans	gags	hats	lads	laps	maps
nags	pans	pats	raps	rats	taps:
arms	bars	jars:	awls	caws	daws
jaws	paws	saws:	ants	asks	asps:
keys	peas	sees:	dens	gets	hens
lets	pens	pets	says	sets	wets:
hers	furs	sirs:	eyes	lies	pies:
bids	bins	bits	figs	fits	hits
ills	inks	kids	kits	lips	pigs
pins	rigs	rims	sips	sits	tins
wins:	foes	hoes	oaks	oars	owes
sews	toes	woes:	cots	cobs	fobs
fogs	hogs	hops	jobs	jots	mobs
mops	pods	pots	robs	rods	sobs
sods:	hews	mews	news:	buds	cubs
cups	cuts	does	guns	hugs	huts

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nuns	nuts	rubs	runs	sons	sups
tubs	tugs	tons:	puts:	cows	ours
sows	vows:	boys	hoys	joys	toys

LESSON XIII.

HE is not a bad boy; for he does as he is bid. He has saws, and hoes, and bats, and guns, and dogs.

The lad says to Ann: Ann, let us put up our maps, our ink, our pens, our pins, our keys, and our toys; and eat our pies, our figs, and our nuts.

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The pet cat mews, and puts her paws on Ann's lap. Ann sees the pet cat, and bids her go off; but she does not go.

Ann puts bits of pie in a pan for the pet cat to eat. The pet cat rubs her soft fur on Ann's arm.

The boy puts his hat on, and asks Ann to go out and see the cows, the nags, the kids, the pigs, and the hens.

The boy gets hay on a mow in the bay. Ann puts it on his arms; and he lays it by the bars, for the cows and the kids to eat.

The boy gets oats and rye out of the bin. He puts the oats and the rye in tubs for the nags.

He has peas in the bags, for the pigs; and Ann has oats and rye in her cup, for the hens and the kids.

Oh, see! the boy has hens' eggs in his hat; and Ann has two in her cup. Let us fry two hens' eggs in a pan; one for me, and one for Ann.

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LESSON XIV.

S PREFIXED.

sage	sail	sale	slay	sway:	sand
sash	scan	shad	sham	slap	snap
snag	span	spat	stag:	scar	spar
star:	sear	seat:	sell	send	sled:
ship	silk	sill	sink	skin	slid
slip	slit	snip	spin	spit:	show
slow	snow	soak	soar	sore	sown
stow:	shop	scot	shot	slop	soft
spot	stop	swan:	shoe:	spew:	scud
shut	slug	spun	stun:	scow	sour

LESSON XV.

THE sun has set. Can you see a star in the sky? The air is raw, my son; shut the sash, and see it snow.

Did you send to the shop for a new sled? Yes, sir; but I can get no new sled, if the ship does not sail. Scot Swan lets me use his sled.

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You may get the sled, and go out and see it slip on the ice and the snow. Ann will be glad to go with you. She may sit on the sled, and you may draw her. The pet dog may go, too.

Get a cap, my son. Tie Ann's shoes, and do not let the snow get in; for the ice and the snow are wet.

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May I put on my silk cap? No; put on a fur cap, or a hat, if you go out in the snow.

May I spin my top on the snow? You can not spin the top on the snow; for the snow is soft.

I got my top at our shop. We sell silk, shot, shad, skins, shoes, spurs, and sleds, at our shop.

You can not spin the top in the soft sand; for it will sink and stop.

The peg of the top hit me one day, and I had a sore on my arm. Can you show me the scar? Yes, sir; I can.

LESSON XVI.

B, C, AND D PREFIXED.

bail	bale	bass	bray	cage	cape
clay	dace	dale	date	dray:	band
bran	cash	chat	clad	clap	crag
cram	dash	drag	dram:	bark	cart
dark	dart:	ball	bawl	call	claw

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craw	draw:	bare	bear	care	dare:
bask	cask:	beat	dear:	bell	bend
bled	bred:	burn:	dice	dire:	bill
brim	chip	clip	crib	drip:	blow
boar	boat	bold	bone	bore	coat
code	cold	core	crow:	blot	chop
clot	doff:	chew:	chum	done	drum
drub:	brow	cowl	down:	boil	coil

LESSON XVII.

A BOAT is on the sea. She is near the cape. The cape is at the end of the hill, and juts out to the sea.

The six boys in the boat are clad in new coats and caps, and have a nice time.

A man is in the boat with the boys, to take care of them.

Clap on your dark fur cap, and we will go out to see the sea dash up on the cape.

Call the dear dog and let him go, too. He will dare to dash in to the sea, and will not care if the wind blow the sea in to his face.

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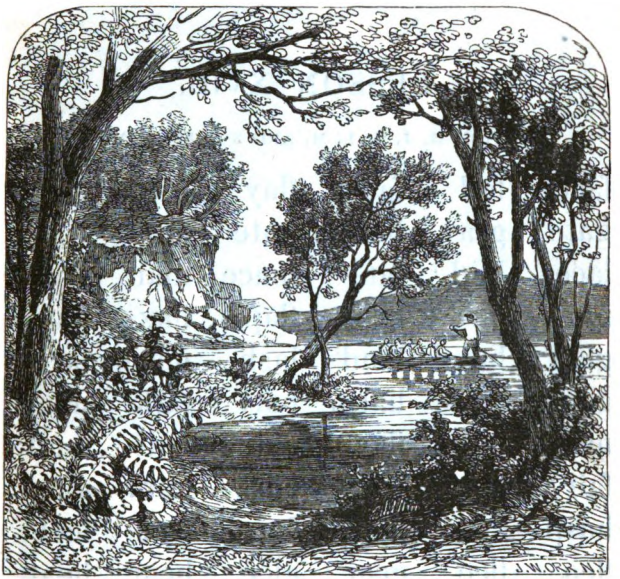

If the sea get in to the boat, the boys can bail it out. Do not let the boat drag in the mud, nor on a crag; for it can not bear a hard blow.

Boys, let not the sea drip on your new coats, and wet them. Do not drop your caps in to the sea; for they will sink.

Now, my bold boys, bend to the oars, and row the boat up to the cape.

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LESSON XVIII.

F, G, H, J, K, L, M, AND N PREFIXED.

face	fail	fate	flay	fray	gage
gate	gray	hail	hate	jail	Kate
lace	laid	late	mace	mail	mate
nail:	fact	flag	flap	flax	gash
glad	hand	land	lash	mash:	farm
gape	hark	harm	hart	lark	mark
mart:	fall	flaw	gall	hall	mall:
fair	fare	hair	hare	lair:	gasp
hasp	lass	mass:	fear	feat	feel
flea	flee	gear	glee	hear	heat
heel	here	meat	near	neat:	fled
hell	lend	mend:	fire	hire	mice
mire	nice:	fill	flip	flit	gill
grim	hill	kill	link	mill	mink
flow	fore	four	glow	goat	gore
grow	hoar	hold	hone	know	lone
lore	moat	mode	more:	flog	flop
gone	loft:	fuse	muse:	grub	grum
none:	down	fowl	hour	howl	lout

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LESSON XIX.

HERE is Kate with her four goats; or her goat and its kids. I know Kate is a neat, kind lass. She has a fair face, and she is kind to all.

The goat has long hair on its chin. The kids have hair that is soft and fine. Is the old goat's hair soft and fine?

Kate has a pet hare, too. The lone hare has no mate. If the dog bark and howl, the hare may run off.

Do you see six boys in the cut? One

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has a fine red flag, one has a drum, and they all have neat blue caps on.

Do you hear the boy play on his drum? No; I can not hear him; but I can see the boy and his drum.

How fast the boys go! Now they are near Kate, and her goat and its kids.

Will the boys harm the goat and its kids? No; they fear the old goat.

Kate is glad to see the boys pass by. She does not fear them; for none would harm so dear a girl as she.

The rays of the sun make the air hot; but the boys do not fear the heat.

Boys, you all may go back to the hall; for your hour is up.

LESSON XX.

P, R, T, V, W, AND Z PREFIXED.

pace	page	pail	pale	play	pray
race	rage	rail	rate	tail	tale
tape	tray	vail	vale	wage:	rash

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tact	that	trap	wrap:	park	part
tart:	tall	pall	wall	want	warm:
pair	pare	pear	rare	tear	wear:
pant	pass	raft	rasp	task	waft:
near	peat	plea	peel	rear	reel
tear	year:	rend	tell	tend	then
well	wend	when:	rice	tire	vice
wire:	pill	pink	prim	rill	till
this	trip	trim	twin	twit	whim
whip	will	wink:	pour	roar	rode
tone	tore	wore	zone:	plot	trot
wash	wasp	what:	true	your:	plow
prow	pout	rout:	roil	soil	toil

LESSON XXI.

ON the next page, you see the cut of a fine, tall pear-tree. It grew near a hut on the hill-side; and last year it bore a load of nice, rare pears.

The pears were all ripe. They were of the hue of gold. Will you eat one, if you can get it?

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You must not do as two rash boys did. But you do not know what they did. I will tell you. It is a true tale.

The two boys were told to go to the park to get some pears. They got up on a tree, and ate till they were ill.

You and your mates may play ball in the park; and you may run a race, too. If you get pears in the park, you will do well to put a part of them in to your cap. Do not soil nor tear your cap.

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You may pare a pair of rare pears. Do not eat the peel, or skin, of the rare pears; for it is not fit to eat. Do twin pears grow on the same stem?

Pears grow well by the side of a wall; for the sun warms the wall, and the wall warms the pear-tree, and thus makes the pears ripe.

IV. OTHER MONOSYLLABLES.

LESSON XXII.

MONOSYLLABLES — BL AND CL.

blade	blame	blaze	black	bland
blast	bleak	bleat	bleed	bless
blest	blown	block	blot	bloom:
claim	clasp	class	clean	clear
climb	cling	clink	cloak	close
clock	cloth	cluck	cloud	clown:
Jane	walk	fence	place	rude
full	must	neck	hood	sheep
grass	there	their	haste	home

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LESSON XXIII.

CLING to my arm, dear Jane, or your feet will slip, and you will fall on the hard ice and snow.

Let us walk by the fence; for this is a cold, bleak place, and the rude blast blows full in your face.

Let me clasp your new cloth cloak; and you must put your fur close to your neck. The wind has blown your hood back; let me tie it on.

Do see the poor sheep climb up that high hill. Can you hear them bleat? Can you hear the clink of their bell?

The poor sheep can not get a blade of

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grass; but there is some hay for them in the new barn.

Do you see that black cloud in the sky? Let us haste to our home; for we shall soon have more snow.

LESSON XXIV.

MONOSYLLABLES — FL AND GL.

flail	flake	flame	flash	fleece
fleet	flesh	flew	fling	flint
flirt	float	flock	flood	floor
flung	flute:	glance	glare	glass
glaze	gleam	glean	glee	glide
glimpse	globe	gloom	gloss	glove:
staff	crook	which	touch	young

LESSON XXV.

HAVE you seen a flock of sheep? There is a cut of one on the next page, with the man who takes care of them, and who keeps them from harm.

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What is that large staff by his arm? He calls it his crook. He has a flute, on which he plays; and the sheep love to hear him.

The fox and the wolf do not dare to touch the sheep or the lambs, when the man who takes care of them is near.

Boys and girls can take care of the sheep, and lead them to a place where they can drink, or to the shade, out of the glare of the sun.

A fleece is the wool of one sheep. Wool makes warm cloth. We use it

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to make caps, hats, gloves, vests, coats, and cloaks.

The flesh of the sheep is good for food. If it is the flesh of young sheep, we call it lamb. Some like it as well as they like beef or veal.

Beef is the flesh of the cow and the ox, and veal is the flesh of the calf.

LESSON XXVI.

MONOSYLLABLES — PL AND SL.

place	plague	plate	play	plain
plank	plant	plead	please	pledge
plight	pluck	plum	plump	plunge:
slate	slave	slay	slack	sleek
sleep	sled	slice	slide	sloop:
must	might	could	would	should

LESSON XXVII.

HERE is a rare plum-tree. You may pluck some of the plums, and put them on a plate, and eat a few of them.

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We will plant the stones on the plain, at the foot of the hill; for the sun will shine on them, and they will grow up and make fine trees.

A fine, plump plum is nice. The skin is sleek; and the flesh, or pulp, is good to eat. Would you like to eat one?

Do you not like plums; and would you not like to own such fine trees? If you could make the trees grow on the plain, you might raise loads of plums.

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You should not eat all of the plums; but give some of them to the good boys and girls that live near your home.

When you plant your trees, place them in rows on the plain, so that they may please your eye when you play near the place; for we should aim, in all we do, to please the eye as well as the taste.

LESSON XXVIII.

MONOSYLLABLES — BR AND CR.*

brace	brake	brave	braid	brain
break	brack	brand	brawl	brawn
broad	branch	brass	breach	breed
breeze	brief	bread	breast	breath
bribe	bride	bright	brine	brick
bridge	bring	brink	brisk	broke
bronze	broth	broom	brood	brute
bruise	brush	brook	brown	broil:
crape	crate	crave	craze	crack

* In this lesson, and in lessons thirty and thirty-second, the pupils may be taught to trill the *r*. Let the teacher pronounce the words distinctly, trilling the *r*, and the pupils imitate the teacher.

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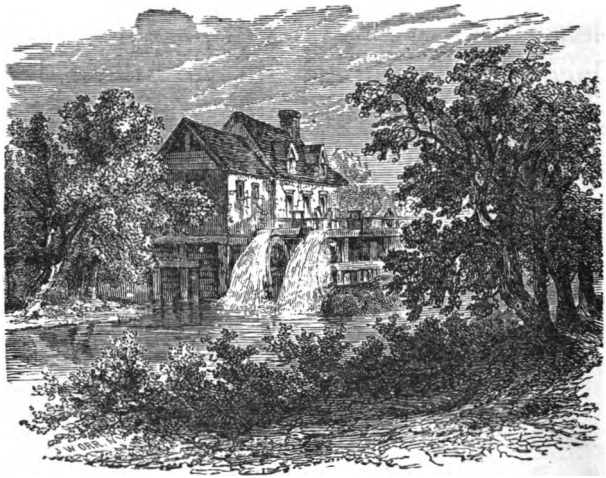
cramp	crank	crash	craft	creak
cream	creed	creek	creep	crest
crime	crock	cross	croup	crude
crush	crust	crutch	crowd	crown



LESSON XXIX.

BREAD is made of flour or meal. Flour and meal come from the mill. The mill is near a deep dam.

Some mills go by the force of the wind, and we call them wind-mills. If a brisk wind blow, the mill will go fast; but if

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there be a breeze, or soft wind, the mill will go slow. When there is not a breath of wind, the mill does not go.

The mill will crush or break corn, rye, wheat, and oats, with its broad stones. When grain is broke up fine, we call it flour or meal.

Flour is made of wheat or rye. Meal is made of corn or oats. Wheat flour makes good bread and cake. Brown bread is made of rye flour. Corn-cake is made of the meal of maize, or corn.

Mark Pool owns this mill. He lives in a brick house, near the mill. From the house, you can hear a creek brawl or roar. The creek, or brook, runs in to the deep pond.

Mark has a young bride, or wife. She will make some cake, if she has cream and flour. She will broil some fish, too. She will bring the broom, and brush Mark's coat.

From the bridge, near the mill, you can

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see a brace of ducks, with their brood, in the bright pond.

The brave dog is in the pond, too. This fine beast is black. He is not a cross dog. Mark says that he is of a rare breed.

Mark can take his boat, and fish; or his gun, and seek game. The brave dog will go with him. If he shoot some wild fowls, the dog will run and get them.

LESSON XXX.

MONOSYLLABLES — DR, FR, AND PR.

drake	drain	drawl	dream	drear
dress	dread	drive	drink	drill
droll	dross	droop	drunk	drown:
frame	frail	frank	freak	freeze
friend	fight	fright	fringe	frisk
frock	frost	froth	fruit	frown:
praise	prank	preach	priest	press
pride	prize	prince	print	prone
prose	prong	prompt	proof	proud

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LESSON XXXI.

A PRINCE is a king, the son of a king, or the man who rules a State. We have no prince in our land.

In lands where a prince lives, they speak to him with fear, and say: Great prince, do not frown on us; but be our friend, and please to hear us, and give us what we ask.

The proud prince has not a few men to serve him; to drive his coach; to dress him; to hand fruit and wine to him, if

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he wish to eat and drink; to fight for him in war; and they all are prompt to give him proof that they are his friends.

Frank Drake has a book that tells a tale of a good priest who used to preach for a bad prince. The priest did not fear the frown of the prince; but he would speak of his pride, and call him a frail man, who was prone to do wrong.

A wise prince can do much good. He can make laws that will aid the poor to earn what they want to eat and drink, as well as what they need for dress.

LESSON XXXII.

MONOSYLLABLES — GR AND TR.

grace	grapes	grave	graze	great
grand	grant	grasp	grass	green
greet	grieve	grind	gripe	groan
grove	grown	groom	ground	growl:
trace	trade	track	tramp	treat
tread	trick	truth	trunk	trust

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LESSON XXXIII.

IN this print we have a grove, and near the grove is a nice grass-plot. The green grass has grown up so soft and high, that you can see no trace of your feet, if you tread on it.

The groom may lead the horse out to this spot, if he will not let him tramp down the grass. If you ride the horse, you may grasp his mane. You may trust him, for he has no tricks.

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A great grape vine has grown on to the trunk of a grand old tree, in the grove; but the grapes are sour and green.

Grace Grant lives near the grove. When the grapes are ripe, she will treat you to a few of them. I trust you will find them nice, and fit to eat.

Wine is the juice of grapes. The best wine is made from grapes that grow in lands that are far from us.

We do not grind grapes in a mill, to get the juice; but they are put in to vats, and men tread on them with their bare feet. The juice that comes out of the grapes is then put in to casks.

LESSON XXXIV.

MONOSYLLABLES — CH.

chafe	change	chase	chain	champ
charge	charm	chart	chalk	chair
chaff	chance	chant	cheap	cheat
cheek	cheer	cheese	chief	check

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chess	chest	chirp	church	churn
chide	child	chime	chill	chink
chintz	choke	chose	choose	choice

LESSON XXXV.

WHAT do you see near the churn, in this cut? It is a cheese-press, and a cheese is in it. A man stands near the press, to press the cheese.

Cheese is made of curd, and curd is made of milk. To get the whey out of the curd, and to make the cheese in fit shape, we put the curd in to a wide hoop in the press, and press it hard.

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Choose a choice cheese from the chest; and when you eat a piece of it, be sure, my child, to chew it well, for fear it may choke you.

You would do well to change your seat. Your aunt will chide you, if you chafe the chart with the back of your chair. Sit by the door, where you can see the birds in the trees.

You must not chase the birds. Do you hear them chirp and sing? When you are sad, their sweet songs will charm your grief, and cheer your heart.

LESSON XXXVI.

MONOSYLLABLES — SH.

shade	shake	shame	shape	shave
shall	shrank	shark	sharp	shawl
short	share	sheaf	sheath	sheet
shield	shriek	shelf	shell	shirt
shine	shrine	shift	shrill	shrink
shore	shoal	shock	shoot	shrub
shrug	shove	shook	shout	shroud

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LESSON XXXIX.

THIS is the young thief who robs birds' nests. His name is John Thorn. Here he is at the nest of a thrush.

You see in the cut that the old birds have caught him at the theft. Though he shout and thrust them off with his hand, they will fly at him, and peck at his throat and his eyes.

This is the third time this bad boy has been found out in his thefts. He stole three eggs from a hen's nest.

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One day he thought he would steal the eggs from the nest of a crow; but when he tried to get down, he fell from the tree and broke his thigh.

His friends have had to thrash or whip him; but he does not mind that, nor their threats. He tries to thwart their best plans.

I think I need not say to the girls and boys who read this tale, that it is a mean act to throw stones at birds, or rob their nests; for you know it is.

It is best to let the birds go free. Let them wing their way through the air. Thank them for their sweet songs.

LESSON XL.

MONOSYLLABLES — WH AND WR.

whale	wharf	where	wheat	wheel
wheeze	whence	whirl	while	whine
white	which	whiff	whist	whole
whose:	wrath	wreath	wreck	wright
write	writhe	wring	wrist	wrong

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LESSON XLI.

THIS is the shop of a wheel wright. You see two wrights near the door. While one of them speaks, he holds his ax on a block.

A ship wright is a man who makes or builds ships; a house wright is one who

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builds a house; and a wheel wright is one who makes or mends wheels for a cart or a chaise.

The shop of the wheel wright is near the wharf, where ships float when they come in from the sea.

Tell the wright to mend the wheel which we broke, when we rode out to see the wreck on the sea-shore; and to put it on the chaise.

The chaise will then be whole, and we can ride out to see the whale which was thrown on the beach in the late storm.

While we ride out to see it, I will tell you of the whale, and how large it is. It is not a fish, though it lives in the sea; for it has warm blood, and the blood of a fish is cold.

Men go in large ships from our shores, and brave the fierce storms of far off seas, to catch the whale; for from it we get whale bone, and the oil which we burn in our lamps.

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LESSON XLII.

MONOSYLLABLES — SC, SK, AND SM.

scale	scrape	scant	scrap	scratch
scarf	scald	scrawl	scorch	scorn
scarce	scare	scream	screen	scribe
script	scold	scope	score	scroll
scoff	school	scoop	screw	scrub
scour	scout	scowl:	skate	sketch
skirt	skiff	skill	skull	skulk:
smack	smash	smart	small	smell
smile	smite	smith	smoke	smooth

LESSON XLIII.

A SCHOOL–HOUSE is a house where boys and girls, both large and small, go to read and spell, to write and sketch, and to learn those things that will be of use to them when they grow up.

Smith and Kate Smart go to our school. They scrape their feet at the door, and Smith hangs up his hat and

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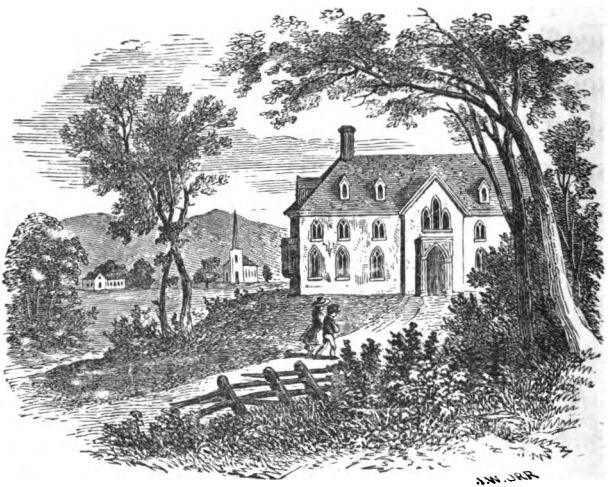
Kate's hood, shawl, and scarf. They walk with such care, that you can scarce hear them go to their seats.

They do not scratch nor soil their seats and desks; but Kate scrubs or scours them, to keep them clean.



Kate is kind to her mates. She does not scowl nor scold at the small ones; but she greets them with a sweet smile, when they speak to her.

She does not talk and play with the

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bad boys and girls who are near her; but she sits still, and soon learns her tasks, and then she has rare sport with her mates in the yard.

Smith is not a bad boy. He does not scream in the yard, nor scale the fence, nor skulk at the back of it, when he is told to go into the school-room.

Smith has a skiff on a pond that is near his home. He has skill in the use of his oars. When it is cold, and the ice is thick and smooth, he goes to the pond to skate.

LESSON XLIV.

MONOSYLLABLES — SN AND SP.

snail	snake	snatch	snarl	snort
sneeze	snore	snuff	snout:	space
spade	sprain	splash	sparse	spark
sprawl	spear	speech	speed	spell
spent	spread	spurn	spurt	spice
spike	splice	split	spring	sport
spool	spoon	spruce	sponge	spoil

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LESSON XLV.

SPRING has come. The snow is gone, and the snails, the slugs, and the worms have left their snug homes, and come out to the fresh air.

Do not tread on them nor kill them; for they have as much right to live as

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you have. There is space for them and us too in the world.

The birds may eat them, for God made them for food for the birds; but you can not eat them, and you must not kill things that can be of no use to you, if they do you no harm.

You may kill the snake, if he chase you; for God seems to have made the snake a foe to man. We all fear the snake, and have a great dread of him; for he bites and stings.

Let us snatch an hour from our tasks, and spend it in a walk. The air is soft and sweet. We will snuff the breeze, or light wind, and run with speed on the green grass. The rich scene spread out to our view will make our hearts glad.

We will watch the birds as they build their nests, and sing and sport on the boughs of the trees.

The buds have burst, and the leaves of the trees may now be seen. The birds

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fly from branch to branch, and though they have no speech, they speak their joy by their acts.

Let us, too, be glad. Let us thank God for life and health; for the pure air and the bland breeze; and for all the fair things which we may see, hear, feel, smell, and taste.

LESSON XLVI.

MONOSYLLABLES — ST AND SW.

stage	state	strange	strain	stray
stamp	stand	strap	stanch	starch
start	starve	stalk	stare	staff
streak	stream	steed	street	stench
strength	stretch	stern	stride	strike
strife	stripe	stick	stiff	stilt
stitch	strict	strip	stone	stove
stroke	stroll	strove	stock	strong
stool	stoop	struck	stuck	stuff
stump	stout:	sward	swarm	swart
sweep	sweet	swell	swept	swerve
swift	switch	swamp	swath	swoon

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LESSON XLVII.

DO you see the boys stand on these strong sticks? They call them stilts. The stilts raise them up so high, that they can see a great way off.

The stilts must be stiff and stanch, and stout or strong, lest they should break, and give the boys a fall.

Boys that have strength, and skill in the use of their stilts, will start on a race with you, and take long strides, and sweep by you, though you are swift.

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They can stalk through the stream, and not get wet; and walk in the street, and not put their feet to the ground. We stare at them, they look so strange.

When you first learn to walk on stilts, you may step on to them from a stool, a stage, a stone, or a stump. If you strap them to your legs, you can not jump off when they bend or slip.

You may walk on the sward, or turf, with your stilts. You must take strict care not to stoop or bend too much. Do not try to take long strides, at first, with your stilts; for if you do, you will fall.

LESSON XLVIII.

MONOSYLLABLES — S PREFIXED.

skate	slate	space	stake	snail
spray	stray	stack	strap	start
small	stalk	stall	swarm	share
spare	swear	speak	sweep	speck
spent	swell	stile	swine	stick
swing	stone	sloth	sword	sloop

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LESSON XLIX.

MY name is Park Ross. I live near the sea. From the stile, or steps, in our back yard, you can see my small sloop in a bay, and some ships. One ship seems to be but a mere speck, it is so far off.

On the left, near the bay, you see a stack of hay. We have swine in a pen near the stack.

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Our barn is not far off. I have a mule, a sword, and a sharp spear, at the barn. I can draw a cut of the mule on my slate, if I find space in his stall.

In some trees near the stile, I have a long, wide strap. Here I swing with my mates. They smile when they speak.

I scorn to play with boys that scowl, and scold, and swear. Shun, I pray you, rude boys who stray from home; or they may stare at you, or stone you, or smite you with a stick.

My mates and I have rare sport. Shall I tell you how a part of our spare time is spent? On warm days, we sail in my small sloop. We do not mind the spray, or the swell of the sea; for we all have skill in the use of our sails.

As we sweep on in the sloop, we can see rare shells and swarms of small fish.

When it is cold, we skate on the ice in the bay. We all start at the same place, and skate past a high stake.

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The sloth of a part of the boys will make you smile. Some shoot by on their skates like a spark, and some seem to be as slow as a snail.

The small lads share, too, in the sport. The boys that skate best draw them on sleds. It will do you good to see the tall boys stalk past with the sleds, for the small lads seem to be so glad.

LESSON L.

great praise kneel bright cries
light quite quick through should

WHEN you go to bed at night, be sure to kneel down and pray to the great and good God that made you, and who knows all that you do or say, or think or feel.

To Him all things are known. He is quite as near to you in the night as in the day, and as quick to see you in the dark as in the bright light of the sun.

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The Lord hears the cries of the poor and the weak, and He aids them. He takes care of us, and gives us all that we have, or can have.

When you rise from your bed, thank God for the rest and the sweet sleep which He gives you in the night, and that He lets you live to praise Him for the light of a new day.

"I will not fear, for God is near,
Through the dark night, as in the light;
And while I sleep, safe watch will keep:
Why should I fear, when God is near?"

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DISSYLLABLES.

EXERCISES IN READING.

LESSON I.

first	throat	up′per	swal′low
sweet	thrown	oft′en	weath′er
fields	young	rob′in	sing′ing
breast	brooks	gar′den	in′sects
heart	house	mar′tin	fruit′-trees
quite	ground	use′ful	blue′-bird
spring	o′ver	com′mon	de stroy′
build	bod′y	farm′er	ex cept′
groves	ver′y	look′ing	them selves′

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THE BLUE-BIRD AND THE ROBIN.

THE blue-bird and the robin are the first birds we see in the spring. As soon as the snow and the ice are gone, and we have a few warm days, they come to our homes, with their sweet songs that make our hearts glad.

The blue-bird is a small bird, quite common with us. The upper part of its body is blue, and its throat and breast are red.

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It makes its nest in a hole of an old tree. Its soft, rich songs may be heard in all our groves and fields.

Robins often build their nests in the tops of tall fruit-trees. Both blue-birds and robins build their nests near our homes; but most birds, except the martin and the swallow, are afraid to come near to a house.

These birds come close to the door, to pick up the crumbs that are thrown out of the house. They do not eat all of the crumbs themselves; but they take some of them to their nests, and give them to their young ones.

Sometimes you will see robins in the garden, where the ground has been dug up, looking for worms; for robins like to eat worms quite as well as they like to eat crumbs of bread and cake.

Oh, how I love fine weather! When the rains are over and gone, I love to walk in the green fields, and pick the

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sweet flowers, and see the clear brooks, and hear the singing birds.

We must not kill the birds, for they are very useful to farmers. They destroy the worms and insects that would hurt the trees and the grain.

LESSON II.

pawns	ma′ny	sea′son	cer′tain
ought	al′so	sel′dom	boat′ing
strict	on′ly	sum′mer	pleas′ant
swings	or′der	mar′ble	hun′dred
should	oth′er	prop′er	swim′ming
bound	fa′ther	will′ing	a muse′
ba′by	hous′es	fish′ing	a gainst′

PLAYS.

BOYS, like men, should have a time for all things, and all things in their proper time. Many boys do not know that there is a certain time for bats and balls; for kites, marbles, and footballs; for sleds and skates, and snow and ice

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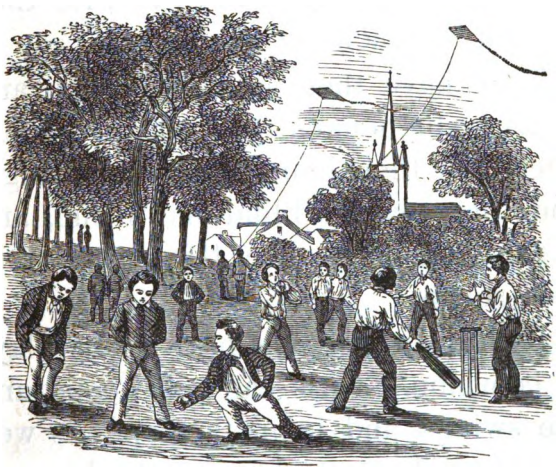
houses; and for fishing, boating, and swimming.

Each of these plays has its proper season of the year, and few boys are willing to be out of season in their plays.



A kite is seldom seen in ball-time, or a ball in kite-time; and this proper order of the seasons of play has been fixed for many hundreds of years.

It is pleasant to know that we play at ball at the same season that our fathers

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and grandfathers did before us; and that we fly our kites in the spring, as they did.

Girls also have their seasons of play; but they are not quite so strict in the order of their plays as boys are, for they are not so much out of doors.

They have their dolls to dress, and their baby-houses to put in order. They have their jump-ropes, and swings; and they play at blind-man's buff, and pawns, and many other things, to amuse themselves.

Both boys and girls have many plays in common. Girls can roll hoops, and use swings, and jump the rope, as well as boys. They ought, also, to learn to skate, to swim, and to play ball.

Girls do not use bats with their balls. They only throw them to each other to catch, or make them hop on the floor, or throw them against the wall, and catch them as they bound back.

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LESSON III.

juice	ground	les′son	cov′ered
twine	ver′y	rub′ber	nat′ured
bound	own′er	dis′tant	be gin′
quoits	milk′y	cot′ton	oc cur′
called	heav′y	leath′er	con sist′
formed	pris′on	quilt′ed	a round′
thrown	al′most	pleas′ure	them selves′

BALLS.

IN the last les son we spoke of some of the plays of boys and girls, and of the or der of time in which they oc cur.

There are ma ny oth er plays with which they a muse them selves. Some of these plays have ver y strange names, such as quoits, leap-frog, pris on-base, some times called pris on-bars, and hide-and-seek.

Let us now talk of these games. We will be gin with the bat and the ball.

Balls are made in ma ny ways. Some

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consist of yarn wound around a cork, and quilted with strong twine or covered with leather.

Some balls are made of tow or cotton, with a thick leather case; and some are made of rubber, which is a kind of gum that is formed from the milky juice of trees that grow in very distant lands. Rubber is at first almost white. It is made black by smoke.

Boys like those balls best that are not heavy nor very hard, but that will bound or hop well when thrown on the floor or the ground, and that will not hurt their hands when they catch them.

One good ball may afford much pleasure to many boys, if its owner is a kind, good-natured boy

But if the owner of a ball is cross and unkind, few boys will wish to play with him, or with his ball; for all good and wise boys will avoid those who are cross and unkind.

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MARBLES.

EARLY in the spring, boys begin to buy their marbles; for it is then marble-time.

Marbles are of all sizes and colors; but the most common and cheap kinds are gray. Some are of pure white, and these are the real marbles.

Of late, marbles have been made of great beauty, and of many colors. They are brought in ships from Holland, a country a great way off, on the other side of the ocean.

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When you play with mar bles, you must take care not to leave them a bout, so that your lit tle in fant broth ers or sis ters can get at them.

Chil dren some times put mar bles in to their mouths, and the mar bles slip in to their throats and choke them, and cause them to die.

Boys should not gam ble with mar-bles; for if they do, they will soon learn to gam ble with mon ey. One who gam-bles is called a gam bler, or game ster; and all per sons ought to shun a gam bler.

LESSON VI.

first	knots	smooth	fin′ger
glass	break	shapes	tas′sel
paint	frame	height	heav′y
round	twine	al′so	past′ed
light	strange	ver′y	pict′ure
kites	sewed	pa′per	sub′stance
night	square	oth′er	un less′

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KITES.

KITES are made in many shapes, of paper, silk, or other light substance, put on a frame. The frame is made first, and the paper or silk is pasted or sewed to the frame.

Some boys draw strange pictures on their kites; and some put in glass eyes, and paint a nose and a mouth on them.

Some boys like a square kite best, and some a round one. They also put on wings at the sides of their kites.

They have large balls of twine to fly

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their kites, and make them go up high. The twine should be strong, lest it break, and the kite be blown away and lost.

Boys like very long strings to their kites, that are smooth and free from knots. They put bits of paper or card on the string of the kite, and the wind blows these papers up to the kite.

But if there be a knot in the string, the knot will stop the bits of paper, and the wind can not blow them up to the kite.

All kites must have tails, and the tails must be long. They are made of bits of paper, about as long as one's finger, that are tied on a long string, with a tassel at its end.

Sometimes boys send up their kites in the night-time, with lights of many colors tied to them. They tie the string of the kite to a post, and let the kite stay up till morning.

Kites should be light; for they will not go up if they are heavy, unless the

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wind is very strong, or the boys that fly the kites run with them.

If the string or the tail be too heavy, it will bear down the kite, and not let it rise to a great height.

LESSON VII.

bait	joints	fish'ing	re sort'
carp	curved	get'ting	af ford'
trout	cru'el	num'bers	in tend'
brook	car'ry	pleas'ant	at tract'
perch	riv'er	al'ways	pur sued'
roach	cost'ly	sur'geon	at tached'

FISHING.

OF all the sports for young per sons, there is none which at tracts them more than fish ing. When it is pur sued for the sake of get ting fish for food, it is not cru el sport.

But many boys like to be cru el. They dig worms in great num bers, and when they have done fish ing, they leave them

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to die, in the sun. They catch many fishes, and then throw them away.

Boys ought not to catch fishes, unless they intend to carry them home to eat, or sell them, or give them away to their friends or to others.

In the spring of the year, the brook, the river, and the pond afford a pleasant resort, and fine sport. The sly trout, the dace, the carp, the perch, and the roach attract the boys, with their rods

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and lines, and their hooks and bait, in great numbers.

The best lines are made of raw silk. Hooks have beards, and are always a little curved. Little boys sometimes get the hook in their hands or fingers, and then the surgeon has to come, with his sharp knife, and cut it out.

Fishing-rods are sometimes made in joints, that slide into each other, and make a cane. Such rods are costly.

Lines are sometimes wound upon reels which are attached to the rod. With a reel, the fisher can with ease make his line long or short.

LESSON VIII.

stern	wa'ter	safe'ty	fierce'ly
knife	piec'es	man'age	strong'ly
sheets	gen'tle	hind'er	for'ward
spread	row'ing	sail'ors	un furl'
breeze	rud'der	small'er	against'
steered	man'ner	sail'ing	requires'

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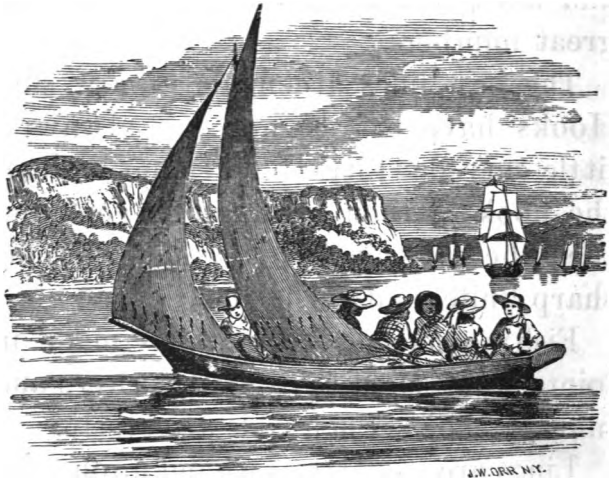

ROWING AND SAILING.

ROWING a boat is fine sport for those who know how to do it with safety. But little boys should never get into a boat without some one who knows how to manage it; for small boats tip over with great ease, and little boys are very apt to fall into the water.

Oars are long pieces of wood, round at one end, which is held by the hand, and flat at the other end, which is put into

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the water. They are made of ash; for ash is light, and stiff, and strong.

In rowing, the sharp edge of the oar must go into the water first, and not the flat side, so that it may cut the water like a knife. To row a boat well, and with ease, is quite an art. It is hard work, at first, for boys to row a boat.

Sailing is not like rowing. While it is not as hard work, it requires more skill and care. The wind blows against the sails, and drives the boat along.

The sails are fixed in such a manner that they can be spread out wide to the wind, or made smaller, so that they may not be injured when the wind blows fiercely against them.

When the wind blows very strongly, the sails are made smaller; and when the wind is gentle, the sails are spread out widely to the breeze. This is what sailors mean when they say we must furl or unfurl the sail.

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A boat is steered by means of a rudder, which is in the water, under the stern of the boat. The stern of a boat is the hinder part of the boat. The forward part of the boat is called the bow.

LESSON IX.

po′ny	ten′der	dan′ger	at tend′
tim′id	sick′ly	need′ful	with out′
wea′ry	care′ful	health′ful	pre serve′
pow′er	beau′ty	horse′back	ex′er cise

PLAYS FOR GIRLS.

SPORTS, or plays, for boys and girls, are not all the same. Boys have some sports that are under the eye of their fathers; while those of girls are more under the eye of their mothers.

The sports of boys are out in the open air. Most of the sports of girls are in the house, or under some kind of cover.

But girls ought not to be always kept

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in the house. They ought to be sent out of doors to breathe the pure air, and take exercise in it; for air and exercise are needful to preserve health.

Exercise in the open air gives them the glow of health. It puts the color in their cheeks, and adds much to their beauty. It gives them a firm, graceful

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step, and the power to walk a great distance without being weary.

One who is always kept in the house will look pale and sickly, and become faint, and weak, and ill.

Girls ought to play hide-and-seek, roll hoops, jump the rope, play ball, learn to swim, and to skate on the ice; but some proper person must attend them, and help them to learn these things. They should not go out alone, for fear they should run into danger.

Girls ought also to learn to ride on horseback; for no exercise is more healthful than horseback exercise. They would do well, at first, to ride a gentle little pony.

Girls are more timid than boys, and more tender too, and require to be treated with greater care. Boys should always be careful what they say or do, when their little sisters, or other little girls, are with them.

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LESSON X.

could	o′ver	need′ful	swim′ming
seems	of′fer	bath′ing	drown′ing
bathe	wa′ter	shal′low	some′times
saved	giv′en	run′ning	ev′er y
soiled	cit′ies	bless′ing	ap pear′
stream	riv′ers	great′est	un seen′
brooks	plac′es	morn′ing	be sides′
learned	sea′son	pleas′ant	de ceives′
drowned	dan′ger	daugh′ter	them selves′

SWIMMING AND BATHING.

WATER is one of the great est blessings which a good and kind God has given to us. It is the best thing to drink; and it is need ful to keep us clean.

All boys and girls should make it a rule, not only to wash their faces and hands every morning, and as often as they are soiled, but also to bathe or wash them selves all over, at least three times each week.

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In the summer season, when there is not a high wind, and the air is not cold, large brooks, rivers, ponds, lakes, and the sea-shore, offer fit places for swimming and bathing.

There is much danger in going into the water when you do not know how deep it is.

When we walk by the side of a river or pond, the water deceives us. It is much deeper than it seems to be.

Many boys who could not swim have

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been drowned by going into the water in places that appear shallow.

Besides this, there are often deep holes unseen, under the water, into which little boys sometimes sink when the water seems not to be deep.

Oh, how pleasant it is to bathe in a cool, clear, running stream! Boys and girls have great cause to be happy, when they are able to swim, to dive, to float, and to play in the sweet waters of running streams, with the same safety that they can walk, run, leap, and roll on the green grass.

Boys that can dive and swim well, like to bathe in a fresh lake, or in the cool, salt water of the sea. They sometimes swim a race with their pet dogs.

Swimming is an art that can be learned with ease. In some large cities there are swimming-schools, where little boys and girls, and sometimes men and women, are taught to swim.

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All boys and girls ought to learn to swim. If they learn to swim well, it may be of great use to them.

I know one lady who, when she was quite a little girl, saved her mother from drowning. She had learned to swim, but her mother had not. She and her mother went into the water to bathe, on the sea-beach.

A wave came and washed her mother into the deep sea; but the little daughter swam out after her, and helped her mother out of the water.

LESSON XI.

quill	ver'y	larg'er	au'tumn
filled	oft'en	light'er	foot'ball
strive	par'ty	tight'ly	care'less
straw	bet'ter	leath'er	pleas'ant
strike	act'ive	long'est	play'mates
struck	fast'en	high'est	pre fer'
stuffed	rub'ber	blad'der	con sists'

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FOOT-BALL.

FOOT-BALLS are balls that boys do not strike with a bat, but they kick them with their feet. They are much larger than balls that are struck with a bat, and they are not made in the same way.

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A foot-ball consists of a leather case with a bladder in it. Some foot-balls are made of rubber. In the place of a bladder, some have the case stuffed with straw or tow; but boys prefer a bladder, as it is lighter, and will bound better.

When the bladder is put into the case, it is filled with wind by means of a quill or a tube, and the bladder swells out, and seems to be too large for the case. It is then tied tightly, and the boys lace the case and fasten it.

When you play at foot-ball, you must take care not to kick any one of your playmates. Boys are sometimes careless when they run to kick the ball, and often hurt each other.

The time for foot-ball is in the autumn, or fall of the year. Then it is a pleasing and healthful sport, or play, both for men and boys.

It is very pleasant to see a party of kind, active boys playing foot-ball.

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They laugh, and shout, and run, and jump, and strive to see who can kick the ball highest, and keep it longest in the air.

LESSON XII.

i′ron	col′ors	pict′ure	clip′pers
car′ry	win′ter	run′ners	thick′ness
box′es	let′ters	bask′ets	mer′chant
own′er	ves′sels	bun′dles	de light′
wag′on	sail′ors	paint′ed	pre ferred′

SLEDS.

SLEDS are the delight of boys in winter. They are not like carts and wagons; for they have no wheels. They have runners, that are shod with iron; and boys pride themselves much on the thickness of the irons.

Sleds are of many sizes, shapes, and colors. Many sleds have their names painted in large letters on their tops, or on their runners.

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Owners' names are sometimes painted on the tops of their sleds, with pictures of fishes, birds, beasts, and other things.

The sleds that are now most preferred, are made long and slim, like the vessels that are built for fast sailing, which merchants and sailors call clippers.

Sleds, if good and strong, are often of great use. On them boys carry baskets, boxes, and bundles; or take their young friends on them to ride.

Good boys often carry their little brothers and sisters to school on their sleds; and they take great care that the little ones do not fall off, or get wet.

LESSON XIII.

ris'ing	la'dies	steer'ing	as sist'
safe'ty	al'ways	strad'dle	en joy'
gen'tly	steep'er	coast'ing	re gard'
dan'ger	past'ure	road'side	be hind'
sur'face	care'less	touch'ing	a gainst'
tow'ard	teach'ing	coun'tries	en gaged'

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COASTING.

COASTING on sleds is a very pleasant sport; but there is much danger when careless boys are engaged in it.

Some boys have great skill in steering their sleds out of the way of danger; but others are very careless, and seem to have no regard for the safety of themselves or their mates.

It is best always to coast away from the street and from the road-side. A

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gently rising hill, with a smooth surface, in a pasture, or on a common, is the safest place for coasting.

But careless boys often choose the road or a street, where there is a rise of the ground; and the steeper the hill, the better they like it.

There is great danger in coasting in roads and streets; for boys are often run over when coasting in such places.

Boys sometimes straddle their sleds in such a way as to guide them by touching the heels of their boots to the snow; and sometimes they sit sideways, with one foot behind to steer their sleds.

I have seen boys lie at full length on their sleds, with their faces toward the ground. There is danger in this way of coasting; for a boy may strike his head against a post or a stone, and hurt himself very much.

Large boys ought, at all times, to be kind to the small ones. They ought to

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assist them in drawing their sleds up the hill, and they ought to teach them how to guide their sleds.

In some cold countries, ladies and gentlemen amuse themselves by coasting on sleds, down steep hills; and they enjoy the sport very much.

Oh, how I love to coast! I have a little party of dear, merry lads who coast with me. When there is a hard, smooth crust on the snow, we coast in a large field. We draw our sleds up a steep hill, and then we ride down. The sleds go so fast, that we almost lose our breath.

LESSON XIV.

freeze	cas'tles	pal'ace	run'ning
turned	sup'per	par'ties	win'dows
danced	melt'ed	light'ed	throw'ing
so'fas	cer'tain	col'ored	hund'reds
ta'bles	bot'tom	mir'rors	erect'
gen'tle	car'pets	sol'diers	parade'
hous'es	can'dles	bu'reaus	become'

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SNOW-HOUSES.

IN the winter season there are many ways in which boys may amuse themselves with the ice and snow.

They dig caves in the snow, and throw water on the bottom and sides, and let it freeze, so that it may become hard.

They also make snow-houses, with doors, windows, and rooms in them; and they put flags on their snow-houses, and call them castles and forts.

They divide themselves into parties, and storm and take each others' forts,

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running at them in play, and throwing snowballs at them.

When they have taken a fort, they pull down the flag which was on it, and, with great parade, erect their own in its place, just as soldiers do; for boys are very fond of playing the soldier.

In a certain cold country, many years ago, a great queen built a palace of ice, with many large rooms and halls in it. It had floors, carpets, chairs, tables, sofas, bureaus, and mirrors in it; and it was lighted up with many hundreds of candles and colored lamps.

Many ladies and gentlemen went into this ice palace, and sung, and danced, and had a great supper. But it did not last long; for the sun soon melted it, and turned it into water.

So is it with most of our pleasures in this world. Like the palace of ice, they soon pass away, never to return. But kindness, love, and truth are never lost.

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LESSON XV.

screwed	fig′ures	cir′cles	buck′le
strength	bal′ance	Hol′land	ca nals′
strapped	skat′ing	for′ward	in stead′

SKATING.

SKATING is a very fine sport, both for girls and boys. I have seen some little girls who can skate as well, if not better, than their brothers.

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In Holland, where they have canals instead of roads, all of the women and the girls skate as well as the men and the boys. They bring their eggs and other things to market, on skates.

After their day's work is over, they often skate many miles to visit their friends, and return the same night.

Very many of the best skates come from Holland. They are sometimes strapped on the foot with strips of leather, and fastened by a buckle; and sometimes they are screwed to the boot or shoe, and taken off with it.

As it is hard, at first, to stand on a pair of skates, some boys learn to skate with one skate only.

When a child has learned to balance himself on his skates, he will soon learn to go forward or backward, to skate around in circles, to make letters and figures on the ice, and to move with great speed.

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Skating gives strength to the limbs, and a glow of health to the cheeks. Boys often run a race, and play with bats and balls, on their skates. Sometimes boys that live near a lake form a hunting party on the ice.

One of the best skaters, who is called the fox, when he gets the start of the other boys, skates as fast as he can, and tries to keep out of their reach. The other skaters, who are called hounds, have rare sport catching the fox.

You should take great care, when you go out to skate, to see that the ice is thick and strong. Many persons have been drowned by going on the ice when it was too thin.

LESSON XVI.

meal	sis′ter	pict′ure	naught′y
dares	wa′ter	man′ger	some′thing
young	oth′ers	broth′er	him self′
trough	hun′gry	chil′dren	al though′

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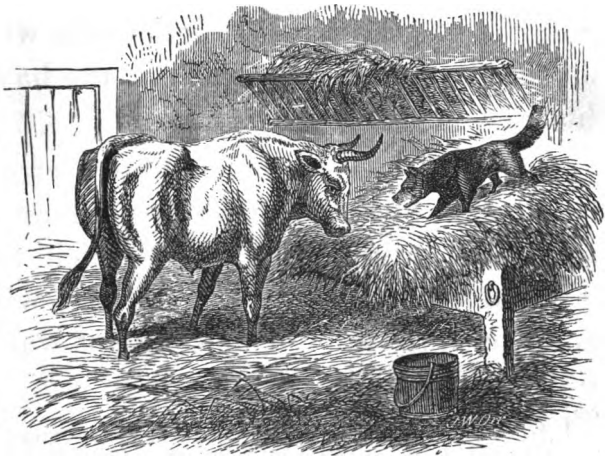

THE DOG IN THE MANGER.

HERE is a cut of an ox going to his manger. His manger is a trough, or box, where his food is kept. His food is hay, or straw, or sliced turnips, or meal wet with water.

But the ox finds a cross dog in the manger, that barks and growls at him; so that the poor ox, that is very hungry, dares not go near his manger, for fear this cross dog will bite him.

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The dog knows that the poor ox is hungry; but the cross, naughty dog will not let the poor hungry ox eat the hay, though he can not eat it himself.

Now, this is very much like a cross little boy, who has a little brother or a sister that wants something which he has, and which this cross little boy will not give up, although he does not want to play with it himself.

I hope, if your little brother or your little sister wants something which you have, that you will think of this picture of the cross dog in the manger, and not act as he did. Learn also to give freely to others those things that would be of use to yourself.

My dear children, you ought to be very kind to your brothers, to your sisters, and to all your mates. Learn, while you are young, to do unto others as you would like to have others do unto you.

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LESSON XVII.

sis'ter	fa'ther	par'ent	broth'er
un'cle	cous'in	moth'er	chil'dren

HOW WE ARE RELATED.

WHEN a little boy and girl have the same father and mother, they are brother and sister.

If two little boys have the same father and mother, they are brothers.

If two little girls have the same father and mother, they are sisters.

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Your uncle is the brother of your father or of your mother.

Your aunt is the sister of your father or of your mother.

The children of the brother or of the sister of your father or of your mother, are your cousins.

Your father's father is your grandfather, and your mother's father is also your grandfather.

Your father's mother is your grandmother, and your mother's mother is also your grandmother.

Your father and your mother are your parents. Their parents are your grandparents, and your grand-parents' father and mother are your great grand-parents.

Your father's uncle and aunt, and your mother's uncle and aunt, are your great uncles and aunts.

What is meant by the words brother, sister, uncle, aunt, cousins, grandfather, grandmother, and parents?

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THE LARK.

THE poet says, "Rise with the lark, and with the lark to bed." The lark is a bird of very early habits.

The poet means that, like the lark, we should go to bed very early at night, and rise very early in the morning.

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There are many kinds of larks, called the brown lark, the shore-lark, the long-speer or Lapland lark, and the meadow-lark, or starling.

The meadow-lark, or starling, is found in all parts of our own country. In the north, they are seldom found in large numbers, but in small flocks, composed of the old birds and their young ones.

But the true starlings often go in large flocks, like blackbirds. When they alight, they blacken the earth with their numbers, and stun the ear with their chatter.

The lark is a very sweet singer. Its notes are so loud, clear, fresh, and joyous, that they appear to fill the whole air with music and feeling.

The flight of the lark is steady, like that of the quail. It often alights on trees, and perches on the topmost twigs.

The eggs of the lark are almost round, and are four or five in number. They

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are white, with a faint tint of blue, and are marked with many small, red dish-brown spots.

The food of this bird consists of grass-seeds, worms, and small insects.

LESSON XXI.

tuned	val'leys	enjoy'	sil'very
taught	paint'ed	rejoice'	beau'tiful

THE BOY AND LARK.

WHO taught you to sing,
My sweet, pretty birds?
Who tuned your beautiful throats?

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You make all the woods
And the valleys to ring;
You bring the first news
Of the earliest spring,
With your loud and silvery notes.

It was God, said a lark,
As he rose from the earth;
He gives us the good we enjoy:
He painted our wings,
He gave us our voice,
He finds us our food,
He bids us rejoice —
Good morning, my beautiful boy!

LESSON XXII.

played	o'dor	twit'ter	list'ened
swaths	ris'ing	pa'tient	chil'dren
jogged	heav'y	chas'ing	blos'soms
sleeved	nim'ble	gar'dens	swal'lows
scythes	shin'ing	sum'mer	whet'stone

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THE MORNING DRIVE.

IT was a pleasant morning in summer, when I drove out from town. The sun was just rising. Soft, white clouds were sailing along the sky.

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I jogged on past farm-houses and barns. Young men and maids were milking the patient cows. The bright tin pails and pans were shining in the sun.

The gardens were full of blossoms, red and white. The fruit-trees were dark and heavy with leaves. Birds sang in their branches. The boughs of the cherry-trees hung low with their fruit, both black and red.

The white-sleeved mowers were at work in the meadows. They played a merry tune with their whetstones. They swung their scythes with even stroke through the tall grass.

The nimble boys were tossing and spreading the thick swaths in the sun. The gentle wind brought the sweet odor of new hay.

Streaks of sunshine were chasing the flying clouds over the fields of green wheat. Soon large drops of rain came sifting down.

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I drove my horse under a shed by the road-side. I listened to the patter of the warm rain on the roof, and the twitter of the swallows in their nests under the eaves.

From a barn that was near, I could hear the glad, merry voices of children at play. Through the open doors, I saw the dear old grandfather playing blind-man's-buff with the wild, laughing, shouting children.

On my way home, I thought that I would get a picture of the old man and his grand-children at play. Look at the picture in this lesson; for I am sure that such a merry scene will make your heart glad.

LESSON XXIII.

tired	lit'tle	dar'ling	rab'bit
James	mon'ey	com'fort	cot'tage
soothe	wid'ow	chick'ens	as sist'
spared	shad'ed	thought'ful	e nough'

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THE WIDOW'S SON.

MY young readers, I will tell you the story of a dear little friend. His name is James Gray. He is the son of a widow.

When James was about three years old, his kind father died. He then had no one in the world but his dear young mother to care for him.

The father left the widowed mother and her darling child a little cottage,

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shaded by fine, tall trees, which is a nice home for them. He also left enough money to keep them from want.

James was too young a child to grieve long for the loss of his father. He was soon at play with his little dog, his pet rabbit, and the pretty chickens.

When his mother was sad, he used to climb upon her lap, put his arms around her neck, and say, "Dear mamma, don't cry, don't cry. I am your good little boy. I will take care of you."

The fond mother spends most of her time with her little son. She teaches him to run, to jump, to roll his hoop, and to throw and catch his ball.

When he is cross and tired of play, her sweet smiles and kind voice are sure to soothe him, and make him happy again.

At night, as you see in the picture at the head of this lesson, the sad mother often sits by his little bed and watches her sleeping child.

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Her dear, thoughtful face is bright with smiles, when she thinks that in a few years her little son will be a man. She hopes that he may be as wise, as brave, and as good as his father was.

She trusts that his life may be spared for many years; that he may assist and comfort her while she is young, and soothe and protect her when she is aged; and that he may do much good in the world.

LESSON XXIV.

chores	lov′ing	pray′ers	morn′ing
qui′et	er′rands	cloth′ing	hand′some
sim′ple	teach′er	wid′owed	be loved′

THE WIDOW'S SON — Concluded.

JAMES GRAY is now six years old. He has a fine face, and a handsome form. He is so kind, so frank, and so truthful, that he is beloved by all the boys and girls that know him.

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The first thing that he does in the morning, as well as the last thing at night, is to kneel by his mother and say the prayers she has taught him.

He thanks God for life, for health, for food and clothing, and for a kind and loving mother.

His zeal to serve and please his widowed mother knows no bounds. He

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does little chores for her, and runs on errands.

He often says, "What shall I do for you, dear mother? Please let me do something."

James now goes to school. His teacher loves him very much; for he is quiet in school, and always does as he is bid.

He has learned to read quite well in his little book. He reads in the FIRST READER. His book is just like yours. What do you think he will say when he reads this lesson?

My dear children, do not forget this short and simple story of James Gray. Love your parents and friends, and do all that you can to please them. If you wish to be happy, you must strive to do right at all times.

THE END.

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